NC Academic Standards Review Commission MATH Survey for High schools

Dear Participant,

If you have previously responded to the Math survey for High school, of the NC Academic Standards Review Commission, thank you and please disregard this invitation. If you have not, please continue to read the following:

The North Carolina Academic Standards Review Commission has been charged with conducting a comprehensive review of all Mathematics standards as part of the Common Core State Standards that were adopted by the NC State Board of Education. In order to gather this information, the Commission requests your participation in a brief survey regarding the transition to the integrated math sequence at the high school level. This survey is intended to help the ASRC to better characterize the nature of the math standards transition in North Carolina high schools and to make recommendations for possible changes to the NC Board of Education. We value your feedback and thank you for your support in this endeavor.

1, Please identify your current position as an educator in North Carolina.

- ( ) Superintendent
- ( ) High school Principal
- ( ) High school Math Teacher

- **2. The North Carolina State Board of Education transitioned from the traditional high school math sequence of Algebra I, Algebra II, and Geometry to the sequence of Math I, Math II and Math III. Which statement best supports your preference regarding the sequencing of the high school math curriculum in North Carolina?**

- ( ) The high school math sequence should continue to be sequenced with Math I, Math II, and Math III.
- ( ) The high school Math sequence should be sequenced in the traditional sequence of Algebra I, Algebra II, Geometry
- ( ) Other:

3. Based on your response to Question #2, please identify the top reason(s) for supporting your choice of continuing with the current sequence of Math I, II, or III or transitioning to the traditional sequence of Algebra I, II and Geometry.

- [ ] Sufficient resources do not exist to support Math I, II, and III.
- [ ] Sufficient resources exist to support Math I, II, and III.
- [ ] Sufficient resources do not exist to support the traditional sequence of Algebra I, II, and Geometry.

- [ ] Sufficient resources exist to support the traditional sequence of Algebra I, II, and Geometry.
- [ ] Professional Development/Training is needed.
- [ ] Professional Development/Training has been poorly implemented.
- [ ] Professional Development/Training has been well implemented.
- [ ] Professional Development/Training is fully in place.
- [ ] Achievement results will be better with traditional math sequence.
- [ ] Achievement results will be better with the integrated math sequence.
- [ ] The traditional math sequence is better for students.
- [ ] The integrated math sequence is better for students.
- [ ] Other:

4. In the event a transition back to the traditional math sequence were to occur within your school/LEA, please identify the necessary amount of time required for an effective transition to occur.

- ( ) One Academic Year
- ( ) Two Academic Years
- ( ) Three Academic Years
- ( ) Other:

5. In the event a transition to the traditional math sequence were to occur within your school/LEA, please identify any forseeable problems that may occur as a result of this decision.

6. In the event a transition to the traditonal math sequence were to occur, gaps in graduation requirements may be present. Please identify any foreseeable solutions to assist in ensuring graduation requirements for high school students are met.

7. In the event a transition to the traditional math sequence were to occur in your school/LEA, please identify the adequate number of years that should be allowed to transpire with regard to formal, summative assessments such of End-of-Course Tests or North Carolina Final Exams in order to close achievement gaps.

- ( ) One Year
- ( ) Two Years
- ( ) Three Years
- ( ) Other:

8. Please provide any comments or additional information that should be considered regarding the sequencing of high school math courses in North Carolina schools.